



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

EducT
755.13
510

THE EDSON-LAING READERS BOOK - ONE



BENJ. H. SANBORN & CO.

Edue T 759, 13.510

Harvard College Library



**LIBRARY OF THE
DEPARTMENT OF EDUCATION**

**COLLECTION OF TEXT-BOOKS
CONTRIBUTED BY THE PUBLISHERS**

**TRANSFERRED
TO
HARVARD COLLEGE
LIBRARY**



3 2044 081 492 191

THE EDSON-LAING READERS

BOOK ONE BUSY FOLK

BY

MARY E. LAING, A.B.

AUTHOR OF "READING, A MANUAL FOR TEACHERS," SOMETIME
HEAD OF DEPARTMENT OF APPLIED PSYCHOLOGY
OSWEGO STATE NORMAL SCHOOL

AND

ANDREW W. EDSON, A.M.

ASSOCIATE SUPERINTENDENT OF SCHOOLS, NEW YORK CITY

WITH ILLUSTRATIONS BY

CLARA E. ATWOOD

BENJ. H. SANBORN & CO.

BOSTON

NEW YORK

CHICAGO

1913

~~F13.565~~ Harvard University

Dept. of Education Library MAY 20 1913

GIFT of "Jo" Publishers

TRANSFERRED TO
HARVARD COLLEGE LIBRARY

May 25, 1925

Edna T

759.13.510

THE EDSON-LAING READERS

BOOK ONE, BUSY FOLK

BOOK TWO, LEND A HAND

BOOK THREE, NEIGHBORS

BOOK FOUR, WORKING TOGETHER

BOOK FIVE

IN its Book One, this basal series of school readers begins at once with literature.

It follows a carefully graded development:

- (1) In the number of new words to the page.
- (2) In the arrangement of material on the page.
- (3) In the difficulty of words and sentences.

It should be so used that pleasure in good literature will at once become a means of inducing the reading habit.

The editors extend their thanks to Professor Fred N. Scott of the University of Michigan for helpful suggestions both on the content and the form of the series; *i.e.* the social life of the child.

For permission to use selections in this Reader, grateful acknowledgment is made to the following publishers: Milton Bradley Company for *The Little Gray Pony*, from Lindsay's "Mother Stories"; and G. P. Putnam's Sons (Cambridge Press, England) and E. P. Dutton & Co. for *The Wise Lion*, from Shedlock's "Eastern Stories and Legends."

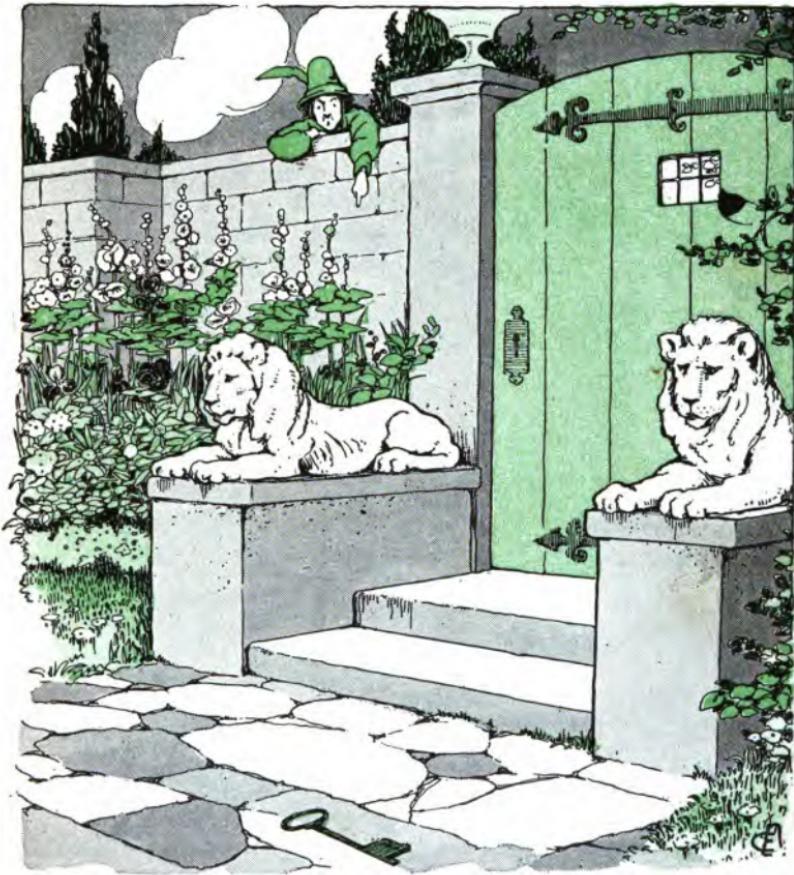
COPYRIGHT, 1918,

BY ANDREW W. EDSON AND MARY E. LAING.

CONTENTS

		PAGE
THE KEY TO THE KING'S GARDEN	<i>Retold from the Old English</i>	5
LITTLE ACORN SISTERS	<i>Italian Song</i>	15
THE LITTLE RED HEN . . . . .	.	17
MY GARDEN	<i>Mary E. Laing</i>	24
THE HOUSE THAT THE BOYS BUILT . . . . .	.	25
THE THREE LITTLE PIGS	<i>Old English Tale</i>	35
PETER AND NANNY	<i>Asbjornsen</i>	45
COME, BUTTER, COME	<i>Old English Rhyme</i>	53
THE WHITE RABBIT	<i>Spanish Folk Tale</i>	54
THE ANT AND THE SNOW	<i>Spanish Folk Tale</i>	64
CRI-CRI	<i>Retold from a Spanish Folk Tale</i>	68
LITTLE ROBIN REDBREAST	<i>Old English Rhyme</i>	77
ONCE I SAW A LITTLE BIRD	<i>Old English Rhyme</i>	78
WEE ROBIN'S CHRISTMAS SONG	<i>Scotch Folk Tale</i>	79
LITTLE GIRL, LITTLE GIRL	<i>Old English Rhyme</i>	84
I CAN MAKE WHITE BREAD	<i>Old English Rhyme</i>	85
THE MONKEY AND THE NUT TREE	<i>Spanish Folk Tale</i>	86
IS JOHN SMITH WITHIN?	<i>Old English Rhyme</i>	94
THE LITTLE GRAY PONY	<i>Maud Lindsay</i>	95
THE MAN AND THE CAMEL	<i>Æsop</i>	102
THE THREE BEARS	<i>Retold from Robert Southey</i>	105
A BROOM SONG	<i>Bohemian</i>	111
THE WISE LION	<i>Marie L. Shadlock</i>	112
THERE WERE TWO BLACKBIRDS	<i>Old English Rhyme</i>	118
SUGGESTIONS TO THE TEACHER . . . . .	.	120
LIST BY PAGE OF NEW WORDS AND IMPORTANT PHRASES . . . . .	.	124
SUGGESTIVE LIST OF PHONOGRAMS AND CONSONANTS . . . . .	.	128

Every child should busy be;
'Tis a working world, you see.



THE KEY TO THE KING'S GARDEN

The key, the key
To the King's garden !



I sell the key
To the King's garden.



I sell the string
That held the key
To the King's garden.



I sell the rat
That gnawed the string
That held the key
To the King's garden.



I sell the cat
That caught the rat
That gnawed the string
That held the key
To the King's garden.



I sell the dog
That chased the cat
That caught the rat
That gnawed the string
That held the key
To the King's garden.



I sell the cow
That tossed the dog
That chased the cat
That caught the rat
That gnawed the string
That held the key
To the King's garden.



I sell the grass
That fed the cow
That tossed the dog
That chased the cat
That caught the rat
That gnawed the string
That held the key
To the King's garden.



I sell the ground
That grew the grass
That fed the cow
That tossed the dog
That chased the cat
That caught the rat
That gnawed the string
That held the key
To the King's garden.



I will buy the ground
That grew the grass
That fed the cow
That tossed the dog
That chased the cat
That caught the rat
That gnawed the string
That held the key
To the King's garden.

— OLD ENGLISH.



LITTLE ACORN SISTERS

One little acorn sister,
Two little acorn sisters,
Three little acorn sisters—
Three little acorn girls.

One little, two little,
Three little acorn sisters—
Three little acorn girls.

Three little acorn sisters,
Two little acorn sisters,
One little acorn sister—
One little acorn girl.

Three little, two little,
One little acorn sister—
No little acorn girl.

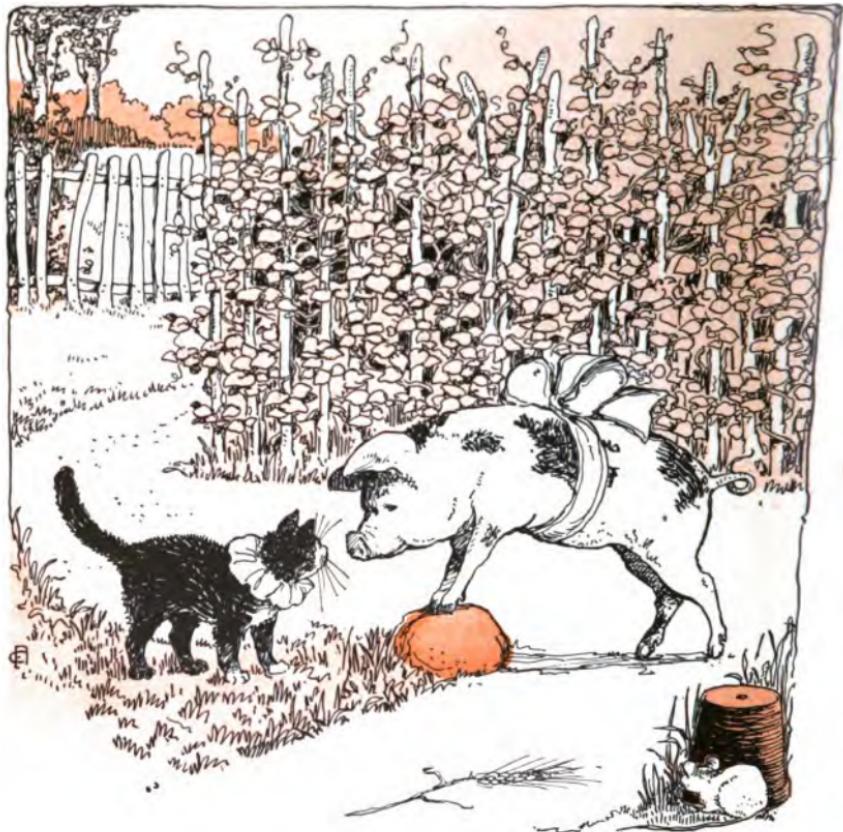
— ITALIAN SONG.



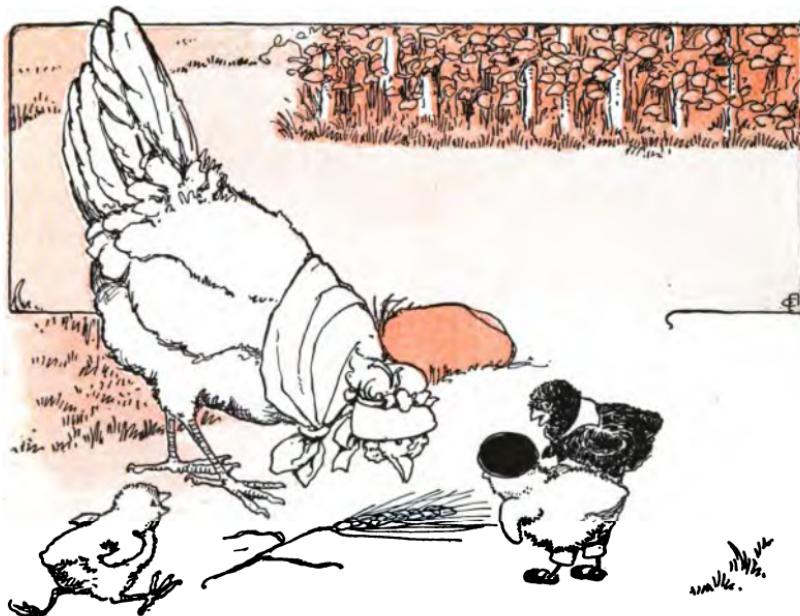


THE LITTLE RED HEN

The little red hen ran to the garden.
One little chick ran to the garden.
Two little chicks ran to the garden.
Three little chicks ran to the garden.



A rat was in the garden.
A cat was in the garden.
A pig was in the garden.
Some wheat was in the garden.



The little hen found the wheat.
The hen said to the chicks,
“Wheat! wheat! see this wheat!”

One little chick ran to see it.
Two little chicks ran to see it.
Three little chicks ran to see it.



The little red hen asked,
“Who will plant this wheat?”

The rat said, “I will not.”
The cat said, “I will not.”
The pig said, “I will not.”
“I will then,” said the little red hen.

The wheat grew up.
Then the little hen asked,
“Who will cut this wheat?”

The rat said, “I will not.”
The cat said, “I will not.”
The pig said, “I will not.”
“I will then,” said the little red hen.



Then the little red hen asked,
“Who will thresh this wheat?”

The rat said, “I will not thresh it.”
The cat said, “I will not thresh it.”
The pig said, “I will not thresh it.”

“I will then,” said the little red hen.

The little red hen asked,
“Who will grind this wheat?”

The rat said, “I will not grind it.”
The cat said, “I will not grind it.”
The pig said, “I will not grind it.”

“I will then,” said the little red hen.

Then the little red hen asked,
“Who will make the bread?”

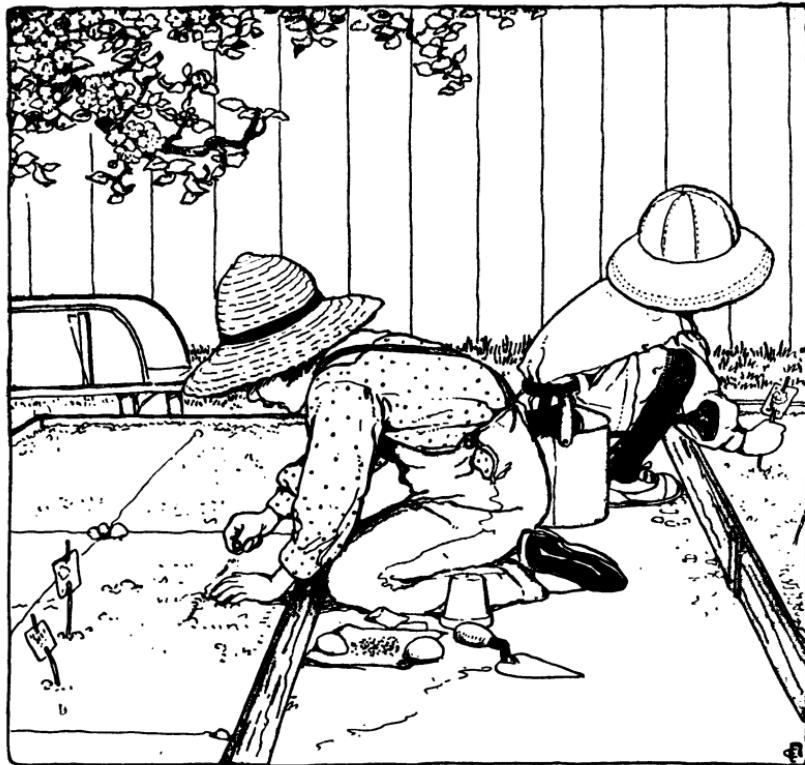
“I will not make bread,” said the rat.
“I will not make bread,” said the cat.
“I will not make bread,” said the pig.

“I will then,” said the little red hen.

“Bread, little chicks!” said the red hen.

The rat ran to eat the bread.
The cat ran to eat the bread.
The pig ran to eat the bread.
The three little chicks ran.

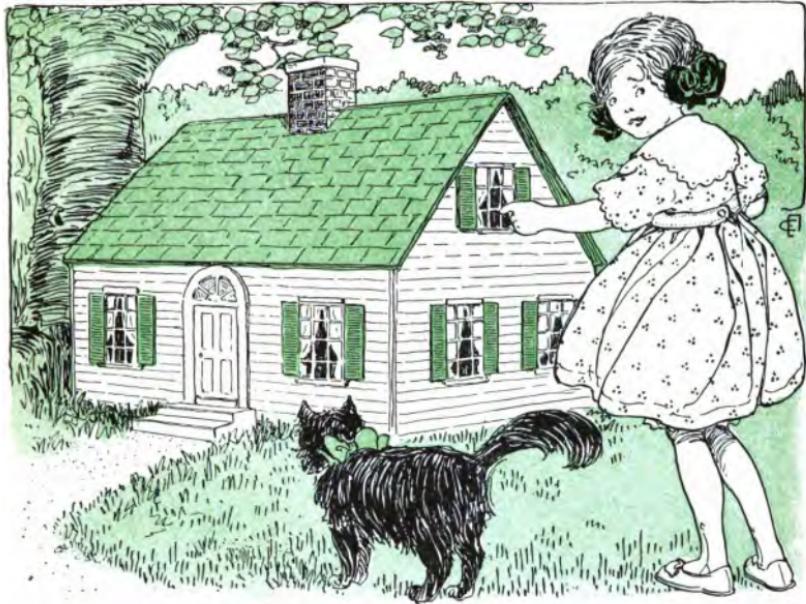
But the three little chicks had the bread.



MY GARDEN

I plant my seeds
In garden small;
My seeds will grow
To flowers tall.

— MARY E. LAING.



THE HOUSE THAT THE BOYS BUILT

This is the house
That the boys built.

This is the board
That was nailed in the house
That the boys built.

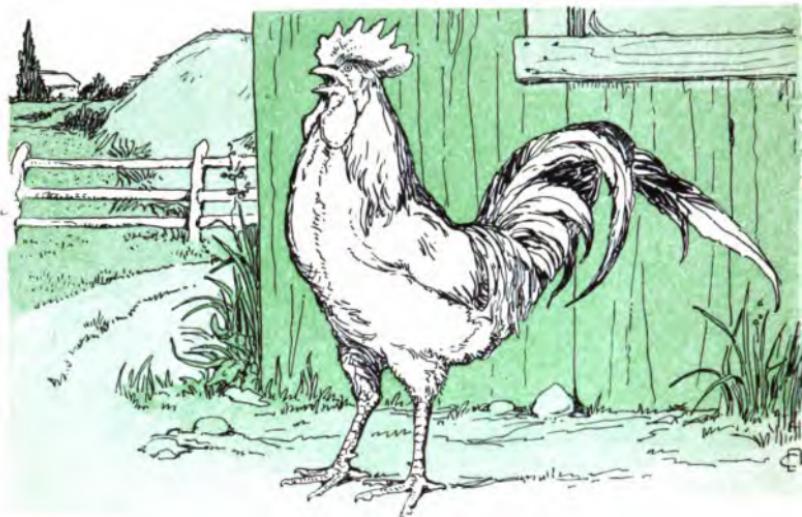


This is the log
That made the board
That was nailed in the house
That the boys built.

This is the tree that grew in the wood,
That made the log
That made the board
That was nailed in the house
That the boys built.



This is the farmer, strong and good,
That cut the tree that grew in the
wood,
That made the log
That made the board
That was nailed in the house
That the boys built.



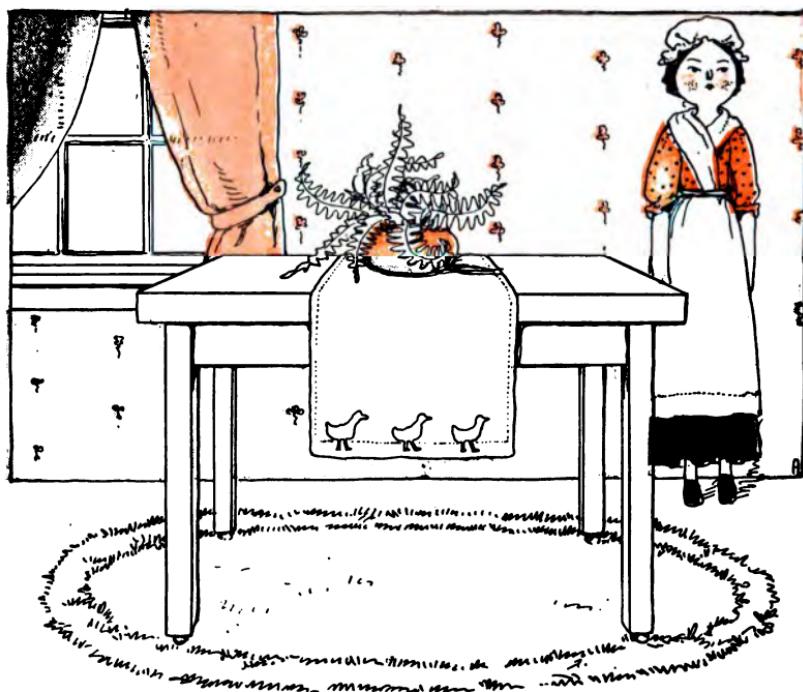
This is the cock that crows in the morn,
That wakes the farmer, strong and good,
That cut the tree that grew in the wood,
That made the log
That made the board
That was nailed in the house
That the boys built.



This is the laddie planting corn,
That feeds the cock that crows in the
morn,
That wakes the farmer, strong and
good,
That cut the tree that grew in the
wood,
That made the log
That made the board
That was nailed in the house
That the boys built.

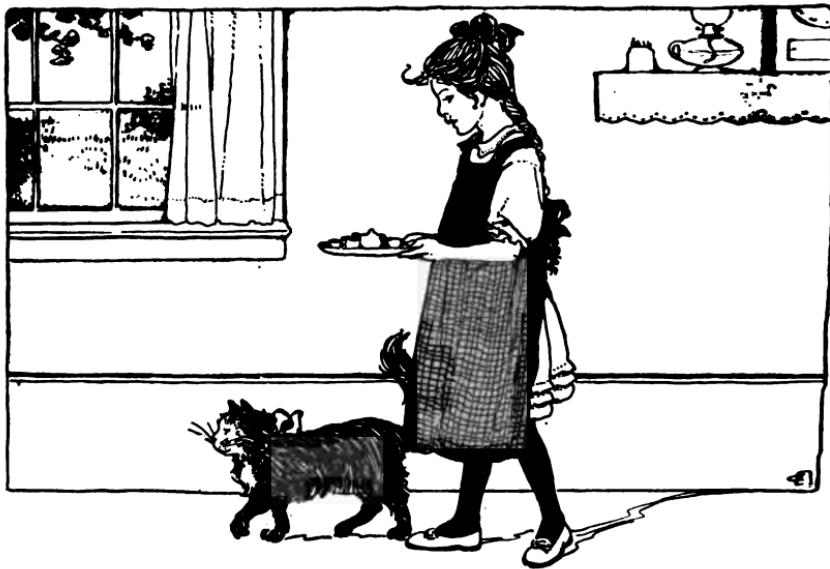
This is the house
That the boys built.

This is the table, white and square,
That stands in the house
That the boys built.





This is the china,
Washed with care,
That is put on the table,
White and square,
That stands in the house
That the boys built.



This is a girl
With braided hair,
That washes the china
With great care,
That is put on the table,
White and square,
That stands in the house
That the boys built.



This is a room
At the foot of the stair,
Where works the girl
With braided hair,
That washes the china
With great care,
That is put on the table,
White and square,
That stands in the house
That the boys built.

This is a doll
That we call Clare,
That we take to the room
At the foot of the stair,
Where works the girl
With braided hair,
That washes the china
With great care,
That is put on the table,
White and square,
That stands in the house
That the boys built.





THE THREE LITTLE PIGS

Once there was a mother pig.
The mother pig had three little pigs.
There was little pig One.
There was little pig Two.
There was little pig Three.



One day the mother pig said,
"Go, find some work, little pigs."
The little pigs went to find work.

Little pig One said, "I shall build
me a house."

Little pig Two said, "I shall build
me a house."

Little pig Three said, "I shall build
me a house."



Little pig One said,
"I shall build a soft house."

Little pig Two said,
"I shall build a tall house."

Little pig Three said,
"I shall build a strong house."



II

One day little pig One found some straw.

The straw was soft.

Little pig One said,

“This straw will make my house soft.
I will build a straw house.”

Then little pig One built a house
of the soft straw.

One day a wolf came to the straw house.

The wolf knocked at the door.

The little pig ran to the door.

The wolf said,

“Little pig, little pig,
Let me come in.”

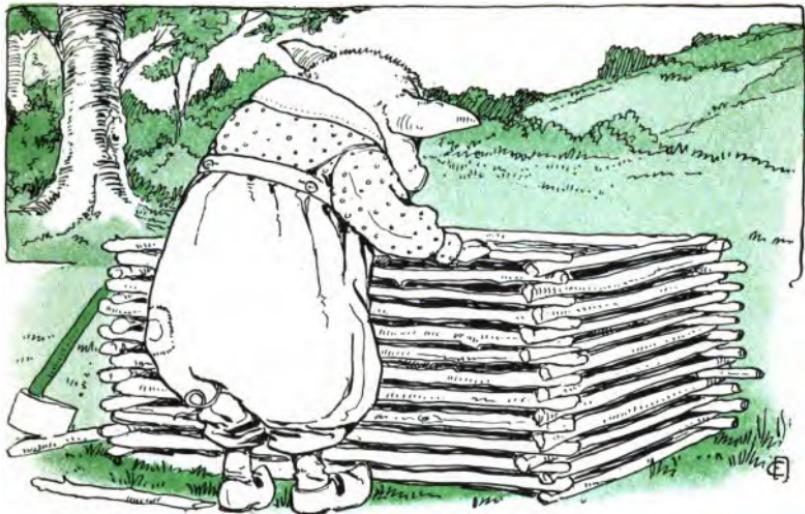




“No, no, by the hair
Of my chinny-chin-chin.”

“Then I’ll huff and I’ll puff
And I’ll blow your house in.”

Then the wolf huffed and puffed
and blew in the straw house and ate
up little pig One.



III

Little pig Two found some sticks.
Little pig Two said,
"The sticks will not make a strong
house.

The sticks will make a tall house.
I will build my house of sticks."

Then little pig Two built a tall house
of sticks.

One day the wolf came to the **house** of sticks.

The wolf knocked at the door **and** said,

“Little pig, little pig,
Let me come in.”

“No, no, by the hair
Of my chinny-chin-chin.”

“Then I’ll huff and I’ll puff
And I’ll blow your house in.”

So the wolf huffed and puffed and blew in the house of sticks and ate up little pig Two.





IV

Little pig Three found some stone.
Little pig Three said,
“This stone will make a strong house;
I will build my house of stone.”

The little pig worked one day.
He worked two days.
He worked three days.
Then the house of stone was built.

The wolf came to the stone house.
He knocked at the door.

Wolf. Little pig, little pig,
Let me come in.

Pig. No, no, by the hair
Of my chinny-chin-chin.

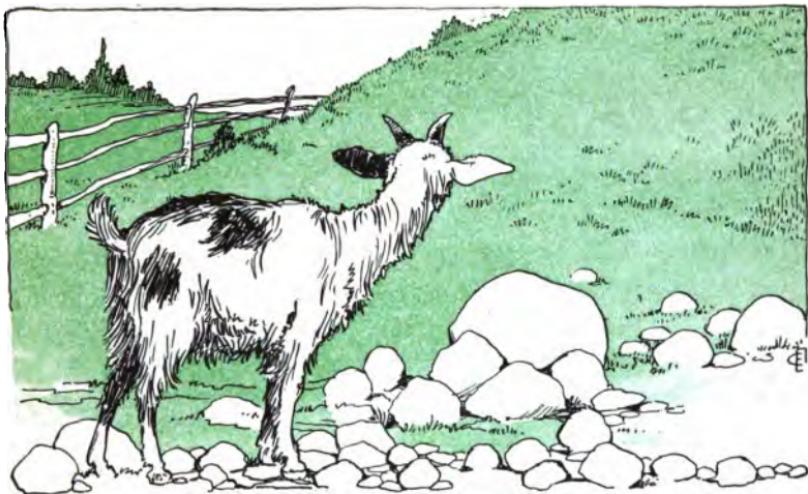
Wolf. Then I'll huff and I'll puff
And I'll blow your house in.

Pig You may huff and puff, but
you will not blow my house in.

The wolf huffed and puffed and
huffed and *puffed*, but he did not
blow in the strong house of stone.

— OLD ENGLISH TALE.





PETER AND NANNY

A boy had a goat.
The boy's name was Peter.
The goat's name was Nanny.

One day Nanny ran away.
Nanny saw some grass.
The grass was on a hill.
Nanny said, "I will eat that grass."



Peter ran to find his goat.
There was Nanny on the hill !
Peter called to the goat,
“Come, dear Nanny, come home.”
Nanny said, “No, I want to eat
this grass.”
Peter called, “Come, Nanny, I want
my supper.”
“I will not come,” said Nanny.
Then Peter ran to the fox and said,
“My dear fox, bite Nanny ;



Nanny will not come home,
And I want my supper.”

The fox said, “No, I will not
bite Nanny.”

Then Peter ran to the wolf and said,
“My dear wolf, chase the fox;
The fox will not bite Nanny,
Nanny will not come home,
And I want my supper.”
“I will not chase the fox,” said
the wolf.



Then Peter ran to the bear and said,
"My dear bear, kill the wolf;
The wolf will not chase the fox,
The fox will not bite Nanny,
Nanny will not come home,
And I am so hungry, I want
my supper!".

The bear said, "No, no, I will not
kill the wolf."

Then Peter ran to a man and said,
“ My dear man, shoot the bear ;
The bear will not kill the wolf,
The wolf will not chase the fox,
The fox will not bite Nanny,
Nanny will not come home,
And I am so hungry, I want
my supper ! ”

The man said, “ No, I will not shoot
the bear.”

So Peter ran to the rope and said,
“ My dear rope, hang the man ;
The man will not shoot the bear,
The bear will not kill the wolf,
The wolf will not chase the fox,
The fox will not bite Nanny,
And I am so hungry, I want
my supper ! ”

But the rope said, "No, I will not hang the good man."

Then Peter ran to the rat and said,
"My dear rat, gnaw the rope;
The rope will not hang the man,
The man will not shoot the bear,
The bear will not kill the wolf,
The wolf will not chase the fox,
The fox will not bite Nanny,
Nanny will not come home,
And I am so hungry, I want
my supper!"

"I will not gnaw the rope," said the rat.

Then Peter ran to the cat and said,
"My dear cat, catch the rat;
The rat will not gnaw the rope,



The rope will not hang the man,
The man will not shoot the bear,
The bear will not kill the wolf,
The wolf will not chase the fox,
The fox will not bite Nanny,
Nanny will not come home,
And I am so hungry, I want
my supper!"

The cat said, "My little ones are hungry.

Give me some milk for my little ones,

and I will catch the rat."

So Peter gave the cat some milk.
Then the cat caught the rat,
The rat gnawed the rope,
The rope hanged the man,
The man shot the bear,
The bear killed the wolf,
The wolf chased the fox,
And the fox bit Nanny.

Nanny ran into the gate and cut
her leg.

"Mah-ah," said Nanny.

Peter had his supper.
But Nanny runs on three legs.

— ASBJØRNSEN. *Adapted.*



COME, BUTTER, COME

Come, butter, come,
Come, butter, come!
Peter stands at the gate
Waiting for a buttered cake;
Come, butter, come.

— OLD ENGLISH RHYME.



THE WHITE RABBIT

I am the white rabbit
That went to the garden
To look for a cabbage
To make me some soup.

The white rabbit came home from the garden.

She found the door of her house locked.

She knocked at the door.

A gruff voice called, "Who is it?"

The white rabbit said,



"I am the white rabbit
Come home from the garden,
Where I looked for a cabbage
To make me some soup."

Then the gruff voice called,



“I am the huge jolly goat.
With a spring and a bound,
I can cut you in three
And eat you up in no time.”

The little white rabbit ran away.
She met a strong ox. Then the little
white rabbit said, "Strong Ox, help me."

I am the white rabbit
That went to the garden,
To look for a cabbage
To make me some soup.
When I got home
I found the huge jolly goat;
With a spring and a bound
He will cut me in three
And eat me up in no time."

Then the strong ox said,

"I cannot help you, for I am afraid
of the huge jolly goat."

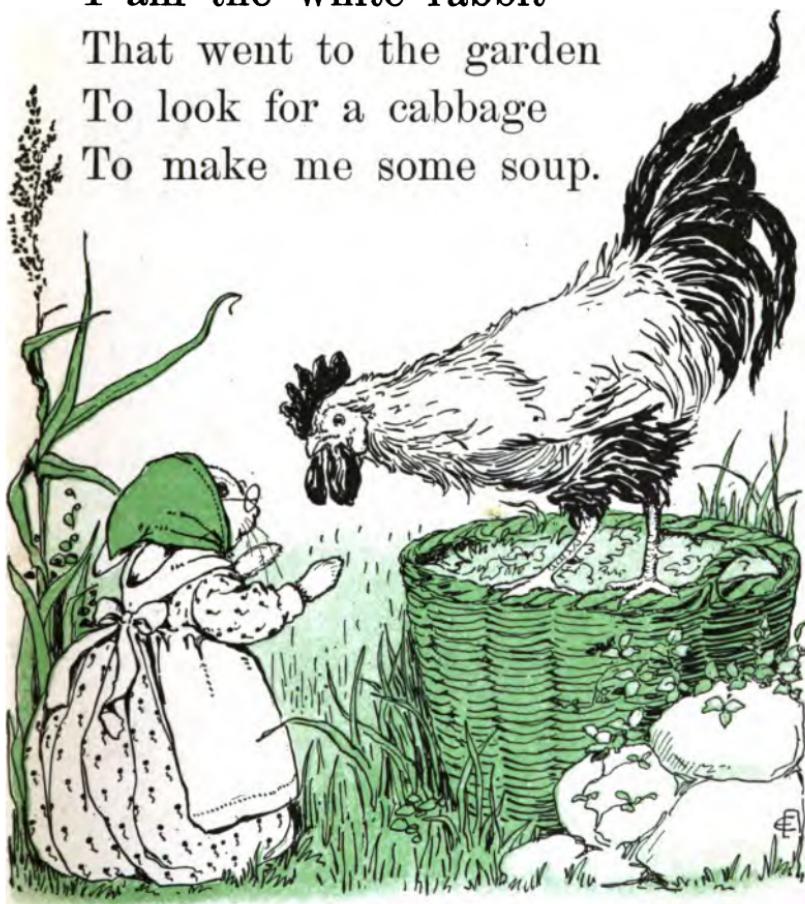
So the white rabbit went on and met a big dog. Then she called, "Oh, help me, Big Dog!"

I am the white rabbit
That went to the garden
To look for a cabbage
To make me some soup.
When I got home,
I found the huge jolly goat;
With a spring and a bound,
He will cut me in three
And eat me up in no time."

The big dog said, "Oh, I cannot help you, I am so afraid of the huge jolly goat!"

Then the rabbit went on and met
a fine cock. She said, "Help me, Fine
Cock.

I am the white rabbit
That went to the garden
To look for a cabbage
To make me some soup.



When I got home,
I found the huge jolly goat;
With a spring and a bound,
He will cut me in three
And eat me up in no time.”

The fine cock said, “Oh, I cannot help you, I am afraid of the huge jolly goat!”

Then the poor rabbit said, “No one will help me to chase the huge jolly goat out of my little house. Where can I go?”

Then the rabbit met a little ant.

The little ant asked, “Why do you weep, White Rabbit?”

The white rabbit said,

“I came from the garden
Where I went for a cabbage
To make me some soup.
When I got home,
I found the huge jolly goat;
With a spring and a bound,
He will cut me in three
And eat me up in no time.”

Then the little ant said, “I will go with you.”

So they went back together and knocked at the house door.

The goat called out in a gruff voice,

“I am the huge jolly goat;
With a spring and a bound,

I will cut you in three
And eat you up in no time."

The little ant said, "I am the great big ant that can sting you, you huge jolly goat."

Then the little ant ran in through the keyhole. She went up the stair. There was the huge jolly goat! She stung the huge jolly goat.

"Oh, oh, oh!" said the jolly goat.

He jumped from the window and ran away.

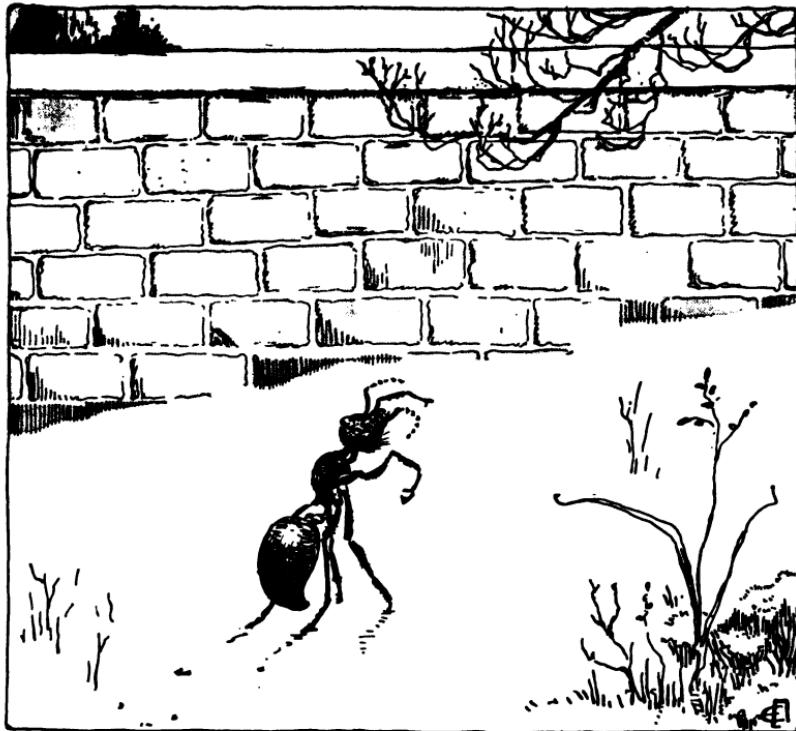




Then the white rabbit cut up the cabbage and made soup.

Now the white rabbit and the great big ant live in the little house together.

— SPANISH FOLK TALE.



THE ANT AND THE SNOW

One day, a poor little ant went to look for food.

The white snow was on the ground,
It began to clog her little feet.

Then the poor ant said,

“O snow, you must be strong
To clog my little feet!”

The snow said, “I may be strong
but the sun can melt me.”

Then the poor ant said to the sun,

“O sun, you must be strong
To melt the white snow
That clogs my little feet!”

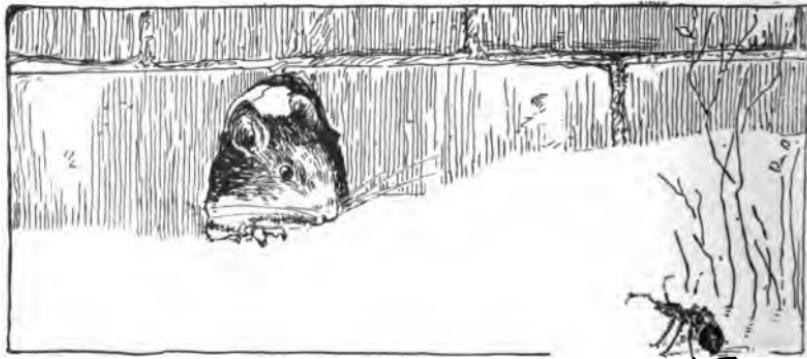
The sun said, “I may be strong but
the wall keeps me from melting the
snow.”

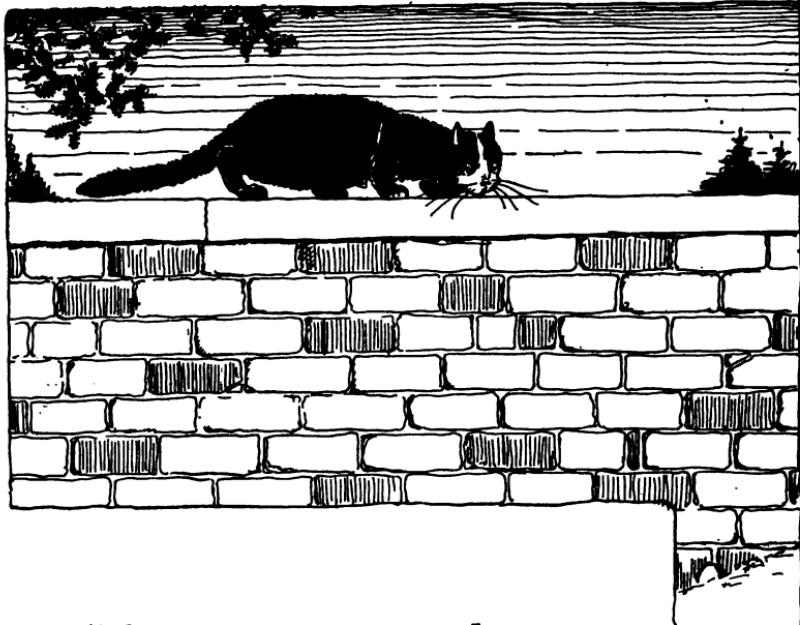
The little ant said to the wall,

“O wall, you must be strong
To keep the great sun
From melting the snow
That clogs my little feet!”

The wall said, “I may be strong, but
a rat can gnaw a hole through me.”

The little ant said to the rat,





“O rat, you must be strong
To gnaw a hole
Through the strong wall
That keeps the great sun
From melting the snow
That clogs my little feet!”



The rat said, “I may be strong, but
— *a cat can eat me up.*”

— SPANISH FOLK TALE.



CRI-CRI¹

Once a little ant lived in a pretty house.

One day a strong ox came by.

The ant was at the door of her house.

He saw her and asked,

“May I live in this pretty house with you, Little Ant?”

The little ant said, “Let me hear you sing.”

So the strong ox called, “Moo-oo.”

¹ Cri-Cri — the cricket.

Then the little ant said, "No, you cannot live in this house. You speak in a gruff voice. In this house one speaks in a pleasant voice."

Then a white dog came by. The little ant was washing her china. White Dog saw the pretty house and asked,

"Little Ant, may I live in this pretty house with you?"

"Let me hear you sing," said the ant.

Then the white dog called, "Bow-wow; bow-wow."

"No," said the little ant; "you speak in a gruff voice. In this house one speaks in a pleasant voice."



Big Pig came by.

He saw the pretty house and the little ant with her broom. Big Pig asked,

“Little Ant, may I live in this pretty house with you?”

The little ant said, “Let me hear you sing.”

Then the big pig called, “Ugh-ugh; ugh-ugh.”

The little ant said, “No, no, Big Pig, for your voice is gruff. In this little house one speaks in a pleasant voice.”

Gray Pussy came by.

The little ant was washing the window.

Gray Pussy called to her and asked, “Pretty Ant, may I live in this little house with you?”



“Let me hear you sing,” said the ant.
Gray Pussy began to cry, “Meow,
meow.”

Then the little ant said,
“No, no, Gray Pussy, for your voice
is not pleasant.”

Then a fine cock came by.
The little ant was making bread.
Fine Cock asked her,
“Little Ant, may I come to live in
this pretty house with you?”

“Let me hear you sing,” said the ant.

Then the fine cock began to sing,

“Cock-a-doodle-doo,
Cock-a-doodle-doo.”

The little ant said, “No, Fine Cock, you cannot live in this house, for your song is not pleasant.”

Then came Cri-Cri.

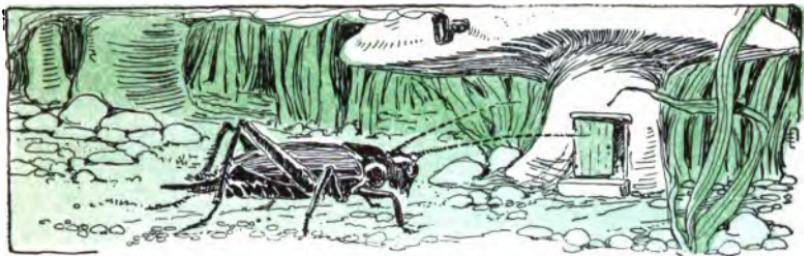
The little ant was making cake.

Cri-Cri asked, “Little Ant, will you let me live in this pretty house with you?”

“Let me hear you sing,” said the little ant.

Then Cri-Cri began to sing.

The little ant said, “You sing in a sweet voice, Cri-Cri; you may live in this little house with me.”



One day the little ant said,
"You may make the soup, dear Cri-
Cri. Stir it with the big spoon. Do
not stir it with the little spoon."

Then the little ant went away.
Cri-Cri ran to find the big spoon.
He saw the little spoon.
"I will stir the soup with this little
spoon," he said.

Cri-Cri began to stir the soup, but
the spoon was so small that he fell
into the soup and was drowned.

The little ant came home. She saw
Cri-Cri drowned in the soup.

Then the little ant began to weep.

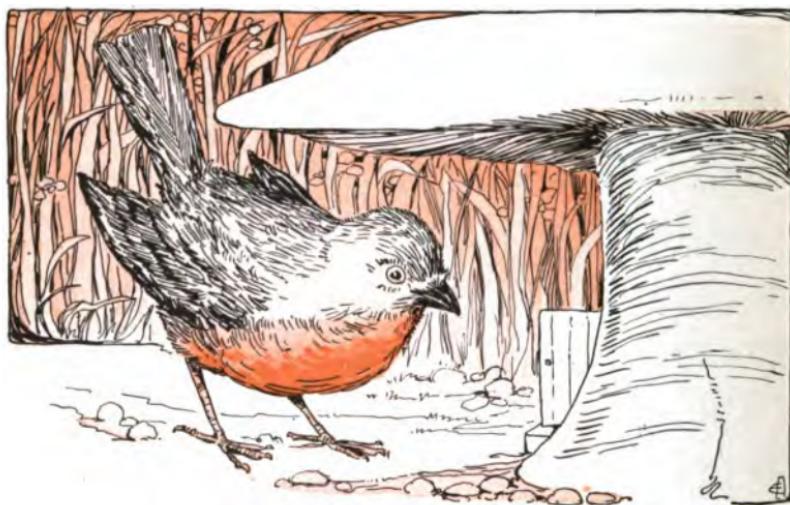
Robin Redbreast came by. He
asked,

“Why do you weep, Little Ant?”

The little ant said,

“Cri-Cri is drowned and so I weep.”

“Then I will cut off my bill,” said
Robin Redbreast.





White Rabbit came by.
White Rabbit asked,
"Why do you cut off your
bill, Robin Redbreast?"



"Cri-Cri is drowned,
The little ant weeps
So I cut off my bill."

"Then I will cut off my tail," said
the white rabbit.

Then came the Queen.
"Why do you cut off your tail,
White Rabbit?" asked the Queen.

White Rabbit said,

“Cri-Cri is drowned,
The little ant weeps,
Robin Redbreast cuts off his bill,
And I cut off my tail.”

“Then I, the Queen, will cut off my braided hair.”

And that is why the Queen cut off her braided hair.



— SPANISH FOLK TALE.



LITTLE ROBIN REDBREAST

Little Robin Redbreast sat upon a tree,
Up went Pussy-cat and down went he;
Down came Pussy-cat and away Robin
ran;

Said little Robin Redbreast, "Catch
me if you can."

— OLD ENGLISH RHYME.

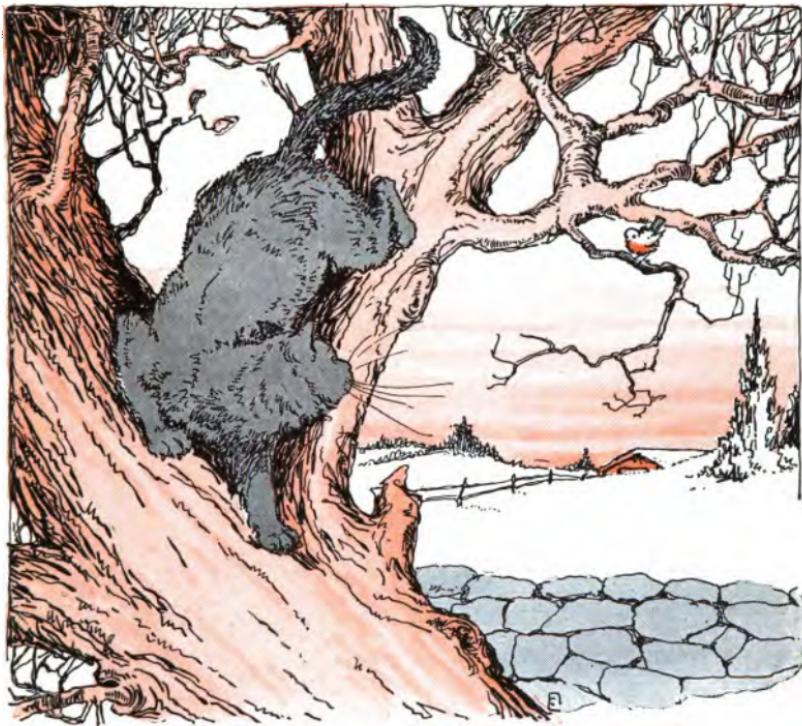


ONCE I SAW A LITTLE BIRD

Once I saw a little bird
Come hop, hop, hop;
So I said, "Little bird,
Will you stop, stop, stop?"

I was going to the window
To say, "How do you do?"
But he shook his little tail,
And far away he flew.

—OLD ENGLISH RHYME.



WEE ROBIN'S CHRISTMAS SONG

Wee Robin Redbreast sat in a tree.
The big Gray Pussy came by.
Gray Pussy asked, "Where are you
going, Wee Robin?"

Wee Robin said, "I am going to the King to sing him a song this pleasant Christmas day."

Gray Pussy said, "Come to me, Wee Robin, and I will let you see my bonny white foot."

"No, no, Gray Pussy, no, no; you bit the small rat, but you shall not bite me."

Away flew Robin and sat on a wall.
Down on the ground was Sly Fox.
Sly Fox asked, "Where are you going?"

"I am going to the King to sing him a song this Christmas day."

Sly Fox said, "Come down, Wee Robin, and I will let you see the pretty white hair on my tail."

"No, no, Sly Fox; you ate the wee chicks, but you shall not eat me."

So Wee Robin flew away and sat on a hill, and there he saw Hungry Wolf.

Hungry Wolf asked, "Where are you going, Wee Robin?"

"Oh, I am going to the King to sing him a song this pleasant Christmas day."

Hungry Wolf said, "Come to me, Wee Robin, and I will let you see my bonny white feet."

"No, no, Hungry Wolf, no, no; you chased Wee Rabbit, but you shall not chase me."

Wee Robin went on and came to a garden. Wee Boy was in the garden.

Wee Boy asked, "Where are you going, Wee Robin?"



“I am going to the King to sing him a song this pleasant Christmas day.”

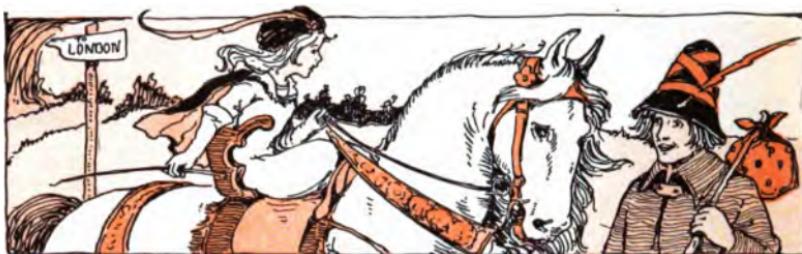
Wee Boy said, “Come to me, Wee Robin, and I will give you some bread to eat.”

“No, no, Wee Boy, no, no; you caught Wee Goat, but you shall not catch me.”

So Wee Robin flew far away and came to the King. He sat in the King’s window and began his pleasant Christmas song.



— SCOTCH FOLK TALE.



LITTLE GIRL, LITTLE GIRL

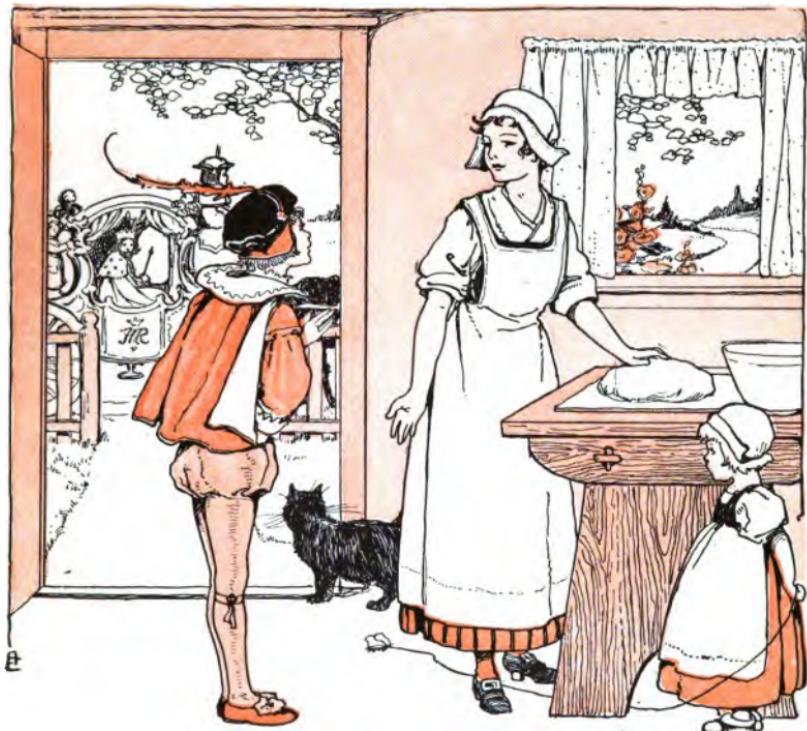
Goodman. "Little girl, little girl,
Where have you been?"

Child. "I have been to London
To see the Queen."

Goodman. "Little girl, little girl,
What gave she you?"

Child. "She gave me a diamond
As big as my shoe."

— OLD ENGLISH RHYME.



I CAN MAKE WHITE BREAD

I can make white bread,
Thick and thin;
I can make white bread,
Fit for a King.

— OLD ENGLISH RHYME.



THE MONKEY AND THE NUT TREE

Once a monkey sat in a large tree eating nuts.

One of the nuts fell to the ground and grew into a tree.

The monkey saw the little nut tree and said, "Two trees cannot grow in this small garden."

Then the monkey ran to the gardener and said :

“O gardener, cut down your
large tree

So that my little tree can grow.”

The gardener said, “I will not cut down that fine tree so that a little nut tree can grow.”

The monkey went to the officer and said :

“My dear officer, take this man.
The man will not cut down his
large tree

So that my little tree can grow.”

The officer said, “I will not take the good gardener.”



Then the monkey went to the King :

“O King, punish the officer.

The officer will not take the man,

The man will not cut down his

large tree

So that my nut tree can grow.”

The King said, “I will not punish a good officer.”



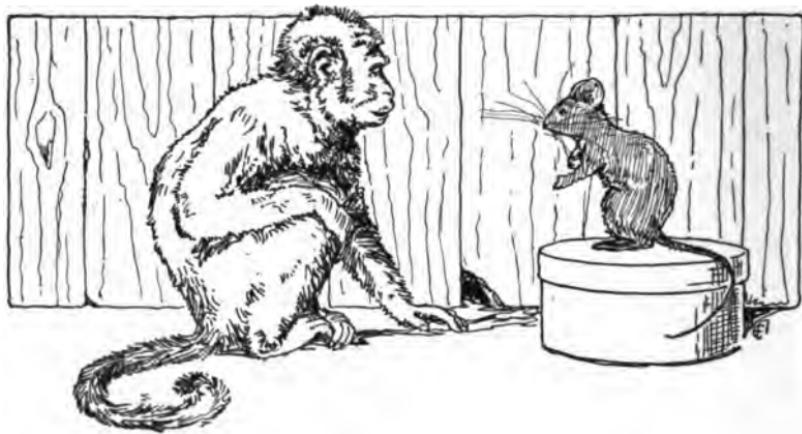
Then the monkey went to the Queen:

“O Queen, scold the King.

The King will not punish the officer,
The officer will not take the man,
The man will not cut down his
large tree

So that my little nut tree can grow.”

The Queen said, “A Queen may
not scold the King.”



Then the monkey went to the rat:
“O rat, bite the Queen.
The Queen will not scold the King,
The King will not punish the officer,
The officer will not take the man,
The man will not cut down his
large tree
So that my little nut tree can grow.”
The rat said, “I will not bite the
good Queen.”



Then the monkey went to the fire:
“Fire, fire, burn the rat.
The rat will not bite the Queen,
The Queen will not scold the King,
The King will not punish the officer,
The officer will not take the man,
The man will not cut down his
large tree
So that my little nut tree can grow.”
The fire said, “I must bake the
King a cake.”

Then the monkey went to the
stream :

“Stream, stream, put out the fire.
The fire will not burn the rat,
The rat will not bite the Queen,
The Queen will not scold the King,
The King will not punish the officer,
The officer will not take the man,
The man will not cut his
large tree
So that my little nut tree can grow.”

The stream called, “Oh, no ! I must
make the mill grind the corn.”

Then the monkey went to the wind :



“ Wind, wind, dry up the stream.
The stream will not put out the fire,
The fire will not burn the rat,
The rat will not bite the Queen,
The Queen will not scold the King,
The King will not punish the officer,
The officer will not take the man,
The man will not cut his
large tree
So that my little nut tree can grow.”

Then a voice came from the wind and said, “ Your little nut tree must grow where it is, and so must the large tree. Go away, selfish monkey, or I will blow your nut tree down to the ground.”

Then the monkey ran away in fear, and the little tree grew with the large tree in the pleasant garden.

— SPANISH FOLK TALE.



IS JOHN SMITH WITHIN

Boy. "Is John Smith within?"

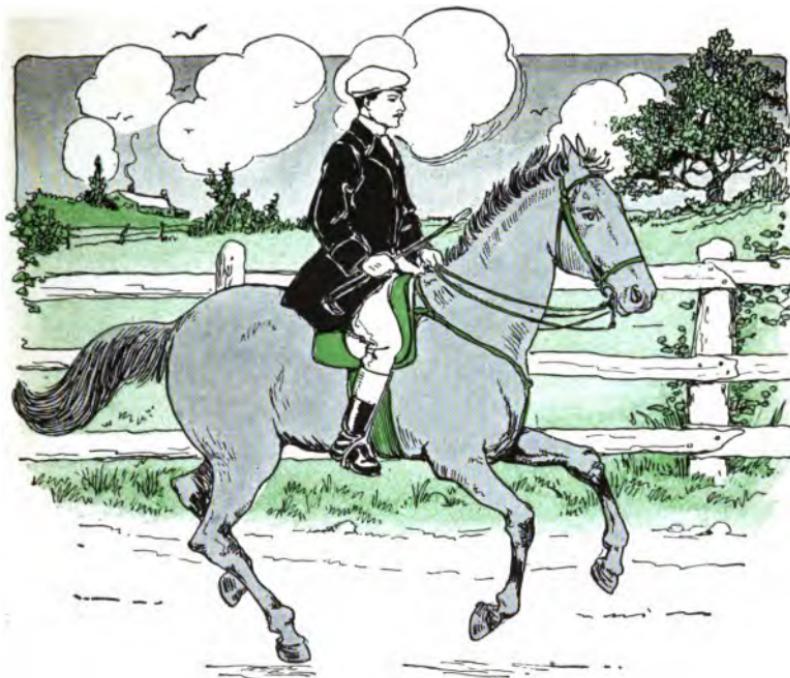
Blacksmith. "Yes, that he is."

Boy. "Can he set a shoe?"

Blacksmith. "Yes, laddie, two.

Here a nail, there a nail,
Tick tack too."

— OLD ENGLISH RHYME.



THE LITTLE GRAY PONY

Once there was a man who had a
little gray pony.

The man loved to jump on his pony
and ride away, clippety-clippety-clip !

The pony's feet made a little song
as he ran, for he was a good little
pony and loved to go clippety-clippety-
clip!

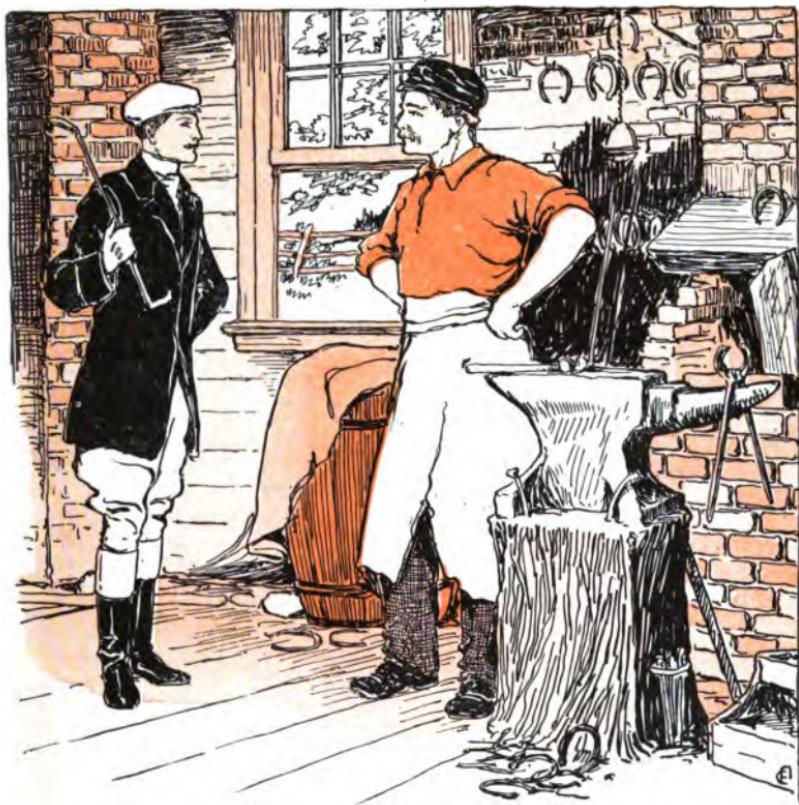
One day the little gray pony lost a
shoe. When the man saw that the
shoe was lost, he cried:

“What shall I do? What shall I do?
My little pony has lost a shoe!”



Then he went to the blacksmith and
said:

“Blacksmith! Blacksmith! I've come
to you;
My little gray pony has lost a shoe!”



But the Blacksmith said :
" How can I shoe your pony's feet,
For I've no coal the iron to heat."

Then the man went to buy coal.

He met a farmer and said:
“Farmer, Farmer, I’ve come to you;
My little gray pony has lost a shoe!
Give me some coal the iron to heat
That the blacksmith may shoe my
pony’s feet.”

The farmer said:
“I can give you corn and hay and
wheat,
But I’ve no coal the iron to heat.”

Then the man saw a miller and
said:
“Miller, Miller, I’ve come to you;
My little gray pony has lost a shoe!
Give me some coal the iron to heat
That the blacksmith may shoe my
pony’s feet.”

The miller said:



“I have wheels that go round and round,
And stones to turn till the wheat is ground;
But I’ve no coal the iron to heat
That the blacksmith may shoe your pony’s feet.”

An old woman came by. The man said to her :

“What shall I do? What shall I do?
My little gray pony has lost a shoe !”

The old woman said in a pleasant voice :

“ If you would know where coal is found,

You must go to the miner, who works in the ground.”



The man went to the miner who works down in the mine, under the ground.

“Miner, Miner, I’ve come to you;
My little gray pony has lost a shoe!
Give me some coal the iron to heat
That the blacksmith may shoe my
pony’s feet.”

The miner gave coal to the man, and he took it to the blacksmith.

The blacksmith went to the fire and made four shoes with a clang! and a clang! He nailed them on the little gray feet with a tick-tack-too!

Then away rode the man on his little gray pony, clippety-clippety-clap!

— MAUD LINDSAY. *Adapted.*



THE MAN AND THE CAMEL

There was once a man who lived in a tent.

A camel came to the tent one day.

“I want to live in this nice tent,” said the camel.

So he put his head through the door.

The man saw the camel's head and asked, "What are you doing?"

"Oh, I am putting my head into your tent."

"The camel's head will do no harm in my tent," said the man.

Then the camel put one foot into the tent.

"What are you doing?"

"Oh, I am putting one foot into your tent."

"The camel's one foot will do no harm," said the man.

Then the camel put two feet into the nice little tent.

"What are you doing?"

"Oh, I am putting two feet into your pleasant tent."

“The camel’s two feet will do no harm in my tent,” said the man.

Then the camel put three feet into the little tent.

“What are you doing? You are in my tent. Go out.”

The camel put four feet into the tent. Then he said, “It is my tent. You go out.”

And he put the man out.



—AESOP.



THE THREE BEARS

Three bears lived in a little house.
There was a father bear, a mother
bear, and a baby bear.

The father was a great bear.

The mother was a middle-sized bear.

The baby was a little bear.

One day the three bears made some
soup. Then they went out to look for
nuts.

A little girl named Golden-Hair
came to the bears' home.

She knocked at the door three times.

No one said, "Come in!"

But Golden-Hair opened the door
and went in.

She saw three bowls of soup:
a great bowl for the father bear,
a middle-sized bowl for the mother,
and a little bowl for the baby.

Golden-Hair was hungry.

She tasted the soup in the great
bowl; it was too hot for her.

She tasted the soup in the middle-
sized bowl; it was too hot for her.

She tasted the soup in the little
bowl; it was just right, so she ate it all.

Golden-Hair saw three chairs :
a great chair for the father bear,
a middle-sized chair for the mother,
and a little chair for the baby.

She sat in the great chair ; it was
too hard for her.

She sat in the middle-sized chair ;
it was too hard for her.

She sat in the little chair ; it was
just right, but she broke it in.



Golden-Hair ran up the stair.
She saw three beds in the room :
a great bed for the father bear,
a middle-sized bed for the mother,
and a little bed for the baby.

Golden-Hair lay down on the great bed ; it was too hard for her.

She lay down on the middle-sized bed ; it was too hard for her.

She lay down on the little bed ; it was just right, so she fell asleep.

Then the three bears came home.
The father bear saw a spoon
in his bowl of soup.

“SOME ONE HAS TASTED MY SOUP,”

said the father bear in a great voice.

“SOME ONE HAS TASTED MY SOUP,”

said the mother bear in a middle voice.

“*Some one has tasted my soup
and it is all gone,*”

said the baby bear in a little voice.

The three bears saw the three chairs.

“SOME ONE HAS BEEN SITTING IN MY CHAIR,”

said the father bear in a great voice.

“SOME ONE HAS BEEN SITTING IN MY CHAIR,”

said the mother bear in a middle voice.

“*Some one has been sitting in my
chair and has broken it in,*”

said the baby bear in a little voice.

Then the three bears went up the stair.

“SOME ONE HAS BEEN LYING IN MY BED,”

said the father bear in a great voice.

“SOME ONE HAS BEEN LYING IN MY BED,”

said the mother bear in a middle voice.

“*Some one has been lying in my bed and here she is!*”

said the baby bear in a little voice.

The voice of the baby bear awoke Golden-Hair. She saw the three bears. She was so afraid that she ran to the window and jumped out. When the three bears got to the window, they saw her running away home.

— ROBERT SOUTHEY. *Adapted.*



A BROOM SONG

Buy a large one for the lady,
And a small one for the baby;
Come, buy, pretty lady,
Come, buy a broom.

Buy a broom !

Buy a broom !

Come, buy, pretty lady,
Come, buy a broom.

— BOHEMIAN SONG.



THE WISE LION

A little rabbit was afraid.
One day she said over and over,
“It may be the Earth will fall in!”
All at once she heard a noise.
It was a nut falling on some sticks.
The little rabbit heard it and called,
“The Earth is falling in!”
Away she ran and met her brother.
The brother rabbit asked, “Where
are you going, little rabbit?”

The little rabbit said, “I cannot stop, for the Earth is falling in!”

“The Earth is falling in, is it? I will go and tell my brother.”

So the brother rabbit ran to tell his brother rabbit, and he told his brother. By this time all the brother rabbits were crying, “The Earth is falling in!”

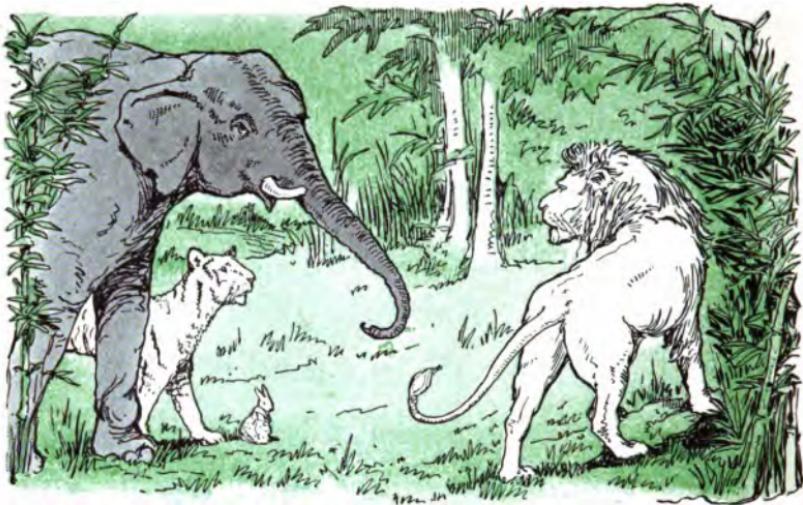
The large animals heard the cry. “What is this?” they asked, “the Earth is falling in?”

The deer began to say, “The Earth is falling in.”

Then the sheep and the goats began to cry, “It is falling in!”

The camel heard the cry and he said, “Yes, the Earth is falling in!”

Then the tiger and the elephant called, “The Earth is falling in! The Earth is falling in!”



The wise lion heard all this noise.
He made all the animals stop. Then
he said, "Tell me what you are all
saying."

"The Earth is falling in!" they
cried.

Then the lion said to the elephant,
"What is this you are saying?"

"The Earth is falling in!" said the
elephant.

"Why do you say so?"

“ Well, the tiger told me.”

“ Who told you, Tiger ? ”

“ The camel told me.”

“ Who told you, Camel ? ”

“ A goat told me.”

“ Who told you, Goat ? ”

“ A sheep told me.”

“ Who told you, Sheep ? ”

“ A deer told me.”

“ Who told you, Deer ? ”

“ A rabbit told me.”

“ Who told you, Rabbit ? ”

“ Oh, we heard it from that little rabbit.”

Then the wise lion said, “ What made you say that, Little Rabbit ? ”

The little rabbit said, “ I *saw* it.”

“You saw it?” said the lion,
“Where?”

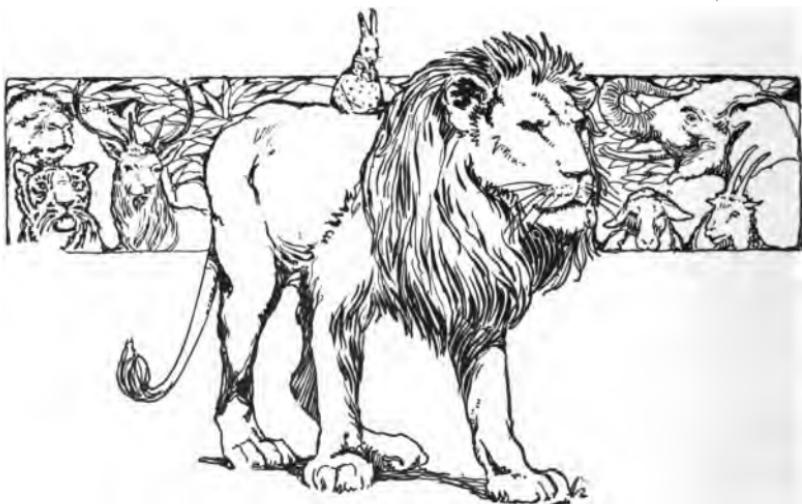
“By that tall nut tree.”

The wise lion said, “Come with me,
Little Rabbit, and we shall see.”

“No, no, I cannot, I am so afraid.”

“Do not be afraid, Little Rabbit.
I am going to put you on my back.”

So the lion set the little rabbit on
his back, and they went to the tall
nut tree.



The lion said to the little rabbit,
"You heard this big nut fall on the
hard sticks."

Then the little rabbit said, "Yes, I
see; the Earth is not falling in."

And the lion asked, "Shall we go
back and tell all the animals?"

So they went back.

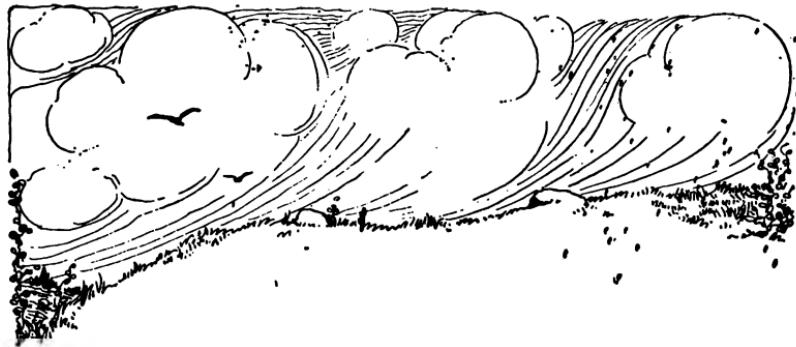
The little rabbit, standing beside the
lion, said to all the animals, "The
Earth is not falling in."

Then the animals, large and small,
began to say, "No, the Earth is not
falling in."

They went away, one by one, say-
ing softly,

"The Earth is not falling in. It is
not falling in . . . not falling in."

— MARIE L. SHEDLOCK. *Adapted.*



THERE WERE TWO BLACKBIRDS

There were two blackbirds
Sitting on a hill,
The one was named Jack,
The other named Jill.



Fly away, Jack !
Fly away, Jill !
Come again, Jack !
Come again, Jill !

— OLD ENGLISH RHYME.

ALPHABET

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	
X	Y	Z	

This is the last
Of **A B C**



a	b	c	d	e	f	g	h	i
j	k	l	m	n	o	p	q	r
s	t	u	v	w	x	y	z	

A	B	C	D	E	F	G	H	I
J	K	L	M	N	O	P	Q	R
S	T	U	V	W	X	Y	Z	

SUGGESTIONS TO THE TEACHER

The Child's Interest. The child's first reading book that begins with literature in place of "made-up" sentences is based on the great truth that *the child's interest is the central factor in learning to read*. When the child wants to learn to read in order to get something through reading, he may be trusted to succeed. The thing which the child invariably wants to get is the story.

The Story. In its structure the story presents a definite sequence and outcome. Its sequence is the thread that holds its parts together. In a simple story the mind easily follows the sequence and grasps the end or outcome. For this reason the story is calculated by its structure to meet the child's *first need of grasping a connected literary whole*.

The content of the story tends to create in the child's mind a series of images and so lead him into a delightful new world. If the story is adapted to the child, its content or meaning has a direct value for his mind. He gets a vital reaction out of it. On this fact rests his interest.

Many folk tales are adapted to the child's first book because of their simple form and literary charm and because they appeal to the human or social interest. The cumulative form of many of these folk tales is especially good because the development moves forward by easy steps and gives a constant and attractive repetition. These cumulative tales are really rhymes for which the children have an innate love. Along with the Nursery Rhymes introduced, they satisfy the child's desire for rhyming, they give him something to memorize and help him in the most attractive way to a vocabulary of simple basal words.

Dramatizing. Most of the stories and all the rhymes in this book lend themselves readily to simple dramatic action. Act-

ing out the story is one of the surest means of giving the child the habit of vividly picturing the content. For this reason it tends to make him a good reader. Such dramatization should be very simple and in the child's own manner. Acting the story should come *in the last stage of its study*, as the child must have time to grow into its imagery so that his expression may be simple and natural.

Blackboard Work. Before taking up this book the class should have a few weeks of blackboard reading. Word and sentence *seeing* is a perfectly new activity for the child's perceptive powers, and the blackboard is best in initiating this work. Introduce the work by writing a short sentence growing out of some immediate experience. Give the children time to grasp the sentence silently before they read it orally. Words in connection are most easily grasped; teach the class to recognize phrase wholes as well as sentence and word wholes. When such new phrases as "in the garden," "at the window," "a little girl," occur, place them on the board along with the new words and work for their quick recognition as wholes. Such training leads to ease in grasping sentences.

Have daily exercises (*apart from* the regular reading lesson) in the quick recognition of word and phrase forms, in word rhyming, in sentence building, in making word families, etc. Train the children to be self-helpful in finding out words for themselves. Help them to recognize simple compounds that are made up of familiar words like into, cannot, blackbird, etc. Give simple inflections like king('s), bed(s), run(s), work(ed) without comment. The context makes the use of such words evident. As the work progresses let the children make lists of words with simple endings like *ing, ed*, etc.

Make a list of words and phrases that are most difficult for *your* children and give them patient and continuous training on these. The words of nearly equal length that have little to distinguish them are most difficult, as *there* and *their*. As a rule children learn most quickly when they vividly picture or appreciate the content, *e.g.* gallops, gnawed, tossed, hungry, punish. Long words that are strongly *individual in form* are easily learned, because they do not *look* like any other word in the child's vocabulary, *e.g.* Golden-Hair, London, Elephant.

Words that the children fancy as play words are quickly learned — as Cri-Cri, Chinny-chin, etc. In these exercises remember always to be most vigilant over those words that belong to the fundamental vocabulary.

When the children are ready to take up Book One, they should be prepared for the new story by a little talk which will lead their thought toward the subject of the lesson and prepare them to appreciate it, without, however, giving them any of its direct content. This talk with the children should find immediate expression in a group of short related sentences written on the board for the class to read. This work should be a preparation in vocabulary as well as idea. The words of the book lesson and important phrases should be placed on the board and the children given special help in their ready and intelligent recognition.

Taking up the Book. The child's attitude toward his first book is a matter of the utmost importance. He should not only learn to love his book, but he should learn to love to be with it. The first book should initiate the child into the love of literature. Several things will help toward this good end.

First among these is *the habit of silent reading*. The very day the book is taken up, the class should have a period of re-reading the lesson of the day silently. The teacher should be free in these first periods of silent reading to help the children over difficulties, to check the idle tendency to turn pages at random, and to encourage a closer observation of both picture and text. Most children need help in getting living insights into these stories. The oral lesson is likely to hold some help in interpreting the book. The period of silent reading gives him an *opportunity to assimilate* this and make it his own. As soon as possible the class should become self-helpful and self-directive in these periods.

Second. *The power of vividly imaging the story or situation.* The child's imagery is essentially his own. It finds in the folk tale and rhyme a most congenial atmosphere. If the child becomes mentally active over the illustration, it becomes a means of adding charm and truth to his imagery — all this should augment the child's love of his book.

Phonics. The children should be helped early to the sound

analysis of words. The teacher should introduce this work by "sounding" phonetically a few familiar words, *r-un*, *s-it*, *g-o*. Teach the child to separate the initial consonant in simple phonetic words. Write these. Be careful always to see that the sounds are given correctly and that the child makes the *blend* properly. Special attention should be given to the initial and the final consonants.

The key to phonics is slow pronunciation. In presenting a new phonogram the teacher should pronounce the key word slowly so as to bring out the phonogram, *e.g.* *k-ing*: repeat more rapidly, making blend. As the phonogram recurs help the children to recognize it. Give the children exercises in analyzing simple consonant sounds as *f* in *fed*, *h* in *hat*, *b* in *big*, etc. Let the children use these familiar consonant sounds with the phonograms they have mastered so as to make new words, *e.g.* *f*, *h*, and *b* with the *at* phonogram make *fat*, *hat*, *bat*. Such work should lead the child to closer habits of observing words and give him a growing sense of word mastery.

Make all this work count as ear, eye, and speech training. See that children are quick to *hear* and *see* and accurate in *pronouncing* all phonograms. Teach simple phonograms as they occur, choosing those that recur most frequently. The *names* of the letters should not be taught until this work is thoroughly established — the child should form the habit of thinking the *sound* of the letter before he has its name.

Do not let the work in phonics interfere with the natural and necessary habit of recognizing the word through the context. The child should read through the context and help himself out with phonics only when this fails him. As the work advances he should grow less and less conscious of the words as he reads and more directly intent on meaning. The whole aim of the work is to make him a reader, not a mere word adept. For this reason training in mechanics must take place outside the reading hour.

Phrase Training. Certain words, notably adjectives, adverbs, and prepositions, are more quickly grasped when they are presented in relation to some other word or words to which they are joined through meaning. In this way the word is associated with its form. Phrase training leads to more intelligent grasp of meaning and thus to better expression in oral reading.

LIST BY PAGE OF NEW WORDS AND IMPORTANT PHRASES

New words are underscored. Words or phrases for review are in parenthesis. Capitalization follows the text. Average number of new words three to a page.

5. The <u>key</u>	13. <u>ground</u>	(A cat)	22. <u>thresh</u>
the key	<u>grew</u> the	A <u>pig</u>	<u>grind</u>
To	grass	was	(grind it)
<u>King's</u>	14. will	(in the garden)	23. make
<u>garden</u>	buy	some	bread
6. I <u>sell</u>	(I will buy)	wheat	(Bread)
7. the <u>string</u>	15. little	19. found	(make bread)
That	acorn	The hen	eat
held	sister	said	But
8. the <u>rat</u>	One	See	had
gnawed	Two	it	24. my
	Three	20. The hen	seeds
9. the <u>cat</u>	girls	asked	small
caught		Who	(will grow)
10. dog	16. No	will plant	flowers
chased	17. red	this wheat	tall
11. cow	hen	I will not	25. This is
tossed	ran	I will then	house
12. grass	chicks	21. <u>grew</u> up	boys
fed	(to the garden)	(Then)	built
	18. A rat	will cut	board

	was nailed (in the house)	is put (on the table)	I shall build	44. did not Nanny
26.	log made tree in the wood	braided hair (washes the china) with great care	37. soft straw (This straw) a wolf came	45. Peter a goat name ran away saw
27.	farmer strong good Strong and good	33. a room At the foot of the stair Where works	knocked at the door Let me by the hair chinny - chin	46. on a hill supper My dear fox bite home (Come) (come home)
28.	cock crows in the morn	34. a doll we call Clare	huffed puffed blow (blew in)	48. bear kill I am hungry I want
29.	laddie corn (planting corn)	take	your house ate	
30.	feeds table white square stands	35. Once there was a mother pig (There was) 36. One day Go find went (Little pig)	41. sticks (of sticks) So some stone (This stone) (of stone) He worked (one day) (two days) (three days) (was built)	49. man shoot rope hang 50. (But) (catch) 51. are Give me
31.	china washed with care			

<u>milk</u>	(With a spring)	<u>65. you must</u>	(You may)
<u>for</u>		<u>be</u>	<u>sweet</u>
<u>(gave)</u>		<u>I may be</u>	<u>stir</u>
<u>52. gate</u>	<u>57. She met</u>	<u>sun</u>	<u>Do not</u>
<u>her leg</u>	<u>Strong ox</u>	<u>melt</u>	<u>spoon</u>
<u>Mah-ah</u>	<u>help me</u>	<u>wall</u>	<u>fell</u>
<u>Now</u>	<u>I am afraid</u>	<u>keeps</u>	<u>drowned</u>
<u>53. butter</u>	<u>58. big</u>	<u>68. Cri-Cri</u>	<u>74. Robin</u>
<u>Waiting</u>	<u>Oh</u>	<u>lived</u>	<u>Red-</u>
<u>cake</u>	<u>59. fine</u>	<u>pretty</u>	<u>breast</u>
<u>(a buttered cake)</u>	<u>(Help me)</u>	<u>hear</u>	<u>Why</u>
<u>54. rabbit</u>	<u>60. the poor</u>	<u>sing</u>	<u>cut off</u>
<u>cabbage</u>	<u>rabbit</u>	<u>Moo-oo</u>	<u>bill</u>
<u>soup</u>	<u>(No one)</u>	<u>69. speak</u>	<u>75. tail</u>
<u>(to look)</u>	<u>out of</u>	<u>pleasant</u>	<u>Queen</u>
<u>(to make)</u>	<u>ant</u>	<u>Bow-wow</u>	
<u>55. from</u>	<u>61. they</u>	<u>(bow-wow)</u>	<u>77. sat</u>
<u>the</u>	<u>together</u>	<u>broom</u>	<u>upon a</u>
<u>garden</u>		<u>Ugh-ugh</u>	<u>tree</u>
<u>locked</u>			
<u>A gruff</u>	<u>62. great</u>		<u>down</u>
<u>voice</u>	<u>keyhole</u>		<u>if you can</u>
<u>(Who is it)</u>	<u>stung</u>		<u>(Up)</u>
<u>56. huge</u>	<u>window</u>		<u>(Down)</u>
<u>jolly</u>			<u>(Said)</u>
<u>a spring</u>	<u>64. snow</u>	<u>Meow</u>	<u>78. hop</u>
<u>a bound</u>	<u>food</u>	<u>meow</u>	<u>stop</u>
<u>can</u>	<u>clogged</u>	<u>72. Cock-a-</u>	<u>how do you</u>
<u>in no time</u>	<u>feet</u>	<u>doodle-</u>	<u>do</u>
	<u>(It began)</u>	<u>doo</u>	<u>shook</u>

<u>far away</u>	88. <u>punish</u>	<u>ride away</u>	(into the tent)
he <u>flew</u> (flew away)	89. <u>scold</u>	<u>clippety-</u>	<u>head</u>
79. <u>Wee</u> Robin Christmas	91. <u>fire</u> I must bake	<u>clap</u>	<u>through</u>
<u>song</u>	92. <u>stream</u> (put out the fire)	96. <u>lost a shoe</u>	<u>the</u>
<u>go</u>	<u>mill</u>	<u>what shall</u>	<u>door</u>
<u>him</u>	<u>wind</u>	97. (How can I) <u>coal</u>	103. <u>do no</u>
<u>bonny</u>		<u>iron</u>	<u>harm</u>
<u>Sly Fox</u>		<u>heat the</u>	105. <u>middle-</u>
		<u>iron</u>	<u>sized</u>
81. (to a garden)	93. <u>selfish</u>	<u>iron</u>	<u>bear</u>
84. (good man) child	in <u>fear</u> (Go away) (ran away)	<u>father</u>	<u>baby bear</u>
I have been	94. John	<u>hay</u>	<u>Golden</u>
London	<u>Smith</u>	<u>miller</u>	<u>Hair</u>
<u>diamond</u>	<u>within</u>	<u>All of</u>	
<u>As big as</u>	Blacksmith	<u>them</u>	
<u>shoe</u>	set a shoe	(good to eat)	
85. Thick and thin	Yes	99. <u>wheels</u>	106. (No one)
Fit for a King	Here and there	<u>round and</u>	<u>opened</u>
	Tick-tack-	<u>round</u>	<u>the</u>
	too	<u>turn</u>	<u>door</u>
86. monkey	95. pony (on his pony)	<u>old woman</u>	<u>bowls</u>
<u>nut</u>	loved to	100. <u>miner</u>	<u>tasted</u>
<u>large tree</u>	jump (loved to go)	101. <u>under the</u>	<u>too hot</u>
87. officer		<u>ground</u>	<u>just right</u>
		107. <u>chairs</u>	
		four	<u>too hard</u>
		<u>clang</u>	<u>broke it</u>
		102. <u>camel</u>	<u>in</u>
		in a <u>tent</u>	108. <u>beds</u>

	<u>lay</u> down	112.	<u>Wise</u>		<u>deer</u>	116.	(we shall see)
	<u>fell</u> <u>asleep</u>		<u>Lion</u>		<u>sheep</u>	117.	(Shall we go)
109.	(Some one)		<u>Earth</u>		<u>tiger</u>		(They went away)
	<u>has</u> <u>tasted</u>		<u>over</u> and		<u>elephant</u>	118.	black-
	<u>all</u> <u>gone</u>		<u>over</u>	114.	<u>saying</u>		<u>birds</u>
	<u>has</u> <u>been</u>		heard a		(say so)		<u>The</u> <u>other</u>
	<u>sitting</u>		<u>noise</u>		Who told		
110.	<u>lying</u>		<u>brother</u>		you?	Jack	
	(here she is)		<u>rabbit</u>		(told me)	<u>Jill</u>	
	<u>awoke</u>		(day by day)	115.	(What made	<u>fly</u> <u>away</u>	
111.	for the	113.	go and		you)	come	
	<u>lady</u>		<u>tell</u>		(say that)	<u>again</u>	
					(I saw it)		

SUGGESTIVE LIST OF PHONOGRAMS AND CONSONANTS

PHONOGRAMS	KEYWORDS	CONSONANTS	KEYWORDS
ing, 5	king	p, 18	pig
at, 8	rat	s, 19	see
ow, 11	cow	c, 21	cut
o, 16	no	r, 17	ran
ill, 14	will	b, 57	big
all, 20	tall	th, 85	thin
ay, 36	say	f, 12	fed
ee, 19	see	h, 17	hen
ig, 35	pig	n, 20	not
a, 6	acorn	m, 23	make
ell, 6	sell	k, 5	king
it, 85	fit	t, 34	take
ick, 41	stick	l, 39	let
ed, 17	red	st, 41	stick

For further suggestions, see Monograph on Blackboard Work, by Ida E. Finley. (BENJ. H. SANBORN & Co., Publishers.)

This book should be returned to
the Library on or before the last date
stamped below.

A fine of five cents a day is incurred
by retaining it beyond the specified
time.

Please return promptly.

